

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

February 23, 2012

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Jefferson Conference Room, 22<sup>nd</sup> Floor, Richmond, with the following members present:

Mr. David M. Foster, President  
Mrs. Betsy D. Beamer, Vice President  
Mr. Christian N. Braunlich  
Dr. Billy K. Cannaday, Jr.

Mr. K. Rob Krupicka  
Dr. Virginia L. McLaughlin  
Mrs. Winsome E. Sears

Dr. Patricia I. Wright, Superintendent of  
Public Instruction

Dr. Wright called the meeting to order at 9 a.m.

***MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE***

Dr. Wright asked for a moment of silence, and led in the Pledge of Allegiance.

***ELECTION OF THE OFFICES OF PRESIDENT AND VICE PRESIDENT OF THE BOARD OF EDUCATION***

Dr. Wright presided over the election for the Office of President and asked for nominations. Mr. Krupicka made a motion to nominate Mr. Foster as President. With no further nominations, the floor was closed for nominations of President. The Board voted unanimously for Mr. Foster as President of the Board of Education. After the vote, Mr. Foster presided over the meeting.

Mr. Foster asked for nominations for Vice President. Mr. Krupicka made a motion to nominate Mrs. Beamer as Vice President. With no further nominations, the floor was closed for nominations of Vice President. The Board voted unanimously for Mrs. Beamer as Vice President of the Board of Education.

Mr. Foster thanked his colleagues for the honor and privilege to serve as the Board's President. Mr. Foster said that in addition to the Board's ongoing responsibilities, his goals are to:

- Create a uniform accountability system that is tough, transparent, and understood by the public
- Complete the process of reforming Virginia's textbook approval process

- See continued improvement in SOL tests and improvement on national and international tests

Mrs. Beamer said she appreciates the opportunity to serve as Vice President and looks forward to working with Board members.

### ***APPROVAL OF MINUTES***

Mr. Braunlich made a motion to approve the minutes of the January 12, 2012 meeting of the Board. The motion was seconded by Dr. Cannaday and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

### ***RECOGNITIONS***

Resolutions of Recognition were presented to Virginia's 2012 Regional Teachers of the Year and State Teacher of the Year. They are as follows:

Region 1 - Mrs. Jamie B. Mullenaux, Mechanicsville Elementary School, Hanover County Public Schools

Region 2 - Mr. Thomas A. Shenk, John Tyler Elementary School, Portsmouth City Public Schools

Region 3 - Mrs. Lori G. Askew, Bowling Green Elementary Schools, Caroline County Public Schools

Region 4 - Mr. Jamie B. Sawatzky, Rocky Run Middle School, Fairfax County Public Schools

Region 6 - Mrs. Carol L. Webster, William Byrd High School, Roanoke County Public Schools

Region 7 - Ms. Tiffany D. Carter, Bland Elementary School, Bland County Public Schools

Region 8 - Mrs. Rachel B. Johnson, LaCrosse Elementary School, Mecklenburg County Public Schools

The 2012 Virginia Teacher of the Year - Mrs. Margaret "Meg" A. Smith, Paul Laurence Dunbar Middle School, Lynchburg City Public Schools, Region 5

***PUBLIC COMMENT***

The following persons spoke during public comment:

Dr. Kitty Boitnott  
Joan Daly  
Nicole Dooley  
Dr. Gary Petrazzuolo

***ACTION/DISCUSSION ITEMS***

***Final Review of Proposed Addition to Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools***

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Her presentation included the following:

- The Mathematics Capstone course is designed for high school seniors who:
  - ✓ have satisfactorily completed the required mathematics courses based on the Standards of Learning including Algebra, Functions, and Data Analysis or Algebra II;
  - ✓ have earned at least two verified credits in mathematics; and
  - ✓ are college intending, but may not be fully college ready. The course may also support students who meet the same academic requirements but plan to enter the work force (prepared for further work force training) directly after graduating from high school.
- The proposed revision would add the Mathematics Capstone course at or above the level of Algebra II to the list of *Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools*. The Mathematics Capstone course shall not substitute for Algebra II in the Advanced Studies Diploma graduation requirements.

Mrs. Beamer made a motion to approve the addition of the Mathematics Capstone course to the list of *Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools*. The motion was seconded by Dr. McLaughlin and carried unanimously.

**Final Review of Revised Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals**

Dr. Mark Allan, director of licensure and school leadership, presented this item. His presentation included the following:

- The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* set forth seven performance standards for all Virginia principals. Pursuant to state law, principal evaluations must be consistent with the following performance standards (objectives):

**Performance Standard 1: Instructional Leadership**

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

**Performance Standard 2: School Climate**

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

**Performance Standard 3: Human Resources Management**

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

**Performance Standard 4: Organizational Management**

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

**Performance Standard 5: Communication and Community Relations**

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

**Performance Standard 6: Professionalism**

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

**Performance Standard 7: Student Academic Progress**

The principal's leadership results in acceptable, measurable student academic progress based on established standards.

- The *Code of Virginia* requires that school boards' procedures for evaluating principals address student academic progress. The Board's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals* call for each principal to receive a summative evaluation rating and that the rating be determined by weighing the first six standards equally at 10 percent each, and that the seventh standard, student academic

progress, account for 40 percent of the summative evaluation. There are three key points to consider in this model:

1. Student learning, as determined by multiple measures of student academic progress, accounts for a total of 40 percent of the evaluation.
2. For elementary and middle school principals:
  - At least 20 percent of the principal evaluation (half of the student academic progress measure) is comprised of the student growth percentiles in the school as provided by the Virginia Department of Education when the data are available and can be used appropriately.
  - Another 20 percent of the principal evaluation (half of the student academic progress measure) should be measured using *Student Academic Progress Goals* with evidence that the alternative measure is valid. Whenever possible, it is recommended that the second progress measure be grounded in validated, quantitative, objective measures, using tools already available in the school. These should include improvement in achievement measures (e.g., Standards of Learning assessment results, state benchmarks) for the school.
3. For high school principals: The entire 40 percent of the principal evaluation should be measured using Student Academic Progress Goals with evidence that the alternative measure is valid. These should include improvement in achievement measures (e.g., Standards of Learning assessment results, state benchmarks) for the school.

The discussion included alleviating concerns that the guidelines may create a disincentive for qualified principals to go to hard-to-staff schools.

Mrs. Sears made a motion to approve the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*, to become effective on July 1, 2013; however, school boards and divisions are authorized to implement the guidelines and standards prior to July 1, 2013. The motion was seconded by Mr. Braunlich and carried unanimously with the understanding that staff will be permitted to make minor technical edits.

***Final Review of Virginia's Application for U. S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)***

Mrs. Veronica Tate, director of the office of program administration and accountability, presented this item. Her presentation included the following:

- Virginia's proposed ESEA flexibility application reflects the following current reform efforts:

*Principle 1: College- and Career-Ready Standards and Assessments*

- Adoption and implementation of revised content standards that reflect college- and career-ready expectations in reading and mathematics
- Implementation of corresponding assessments in 2011-2012 and 2012-2013, respectively
- Adoption of English language proficiency (ELP) standards and an ELP assessment that support the state's college- and career-ready standards
- Development of projects under Virginia's College and Career Readiness Initiative such as capstone courses for college-intending seniors to strengthen their readiness for postsecondary coursework and partnerships with selected state universities to pilot professional development related to college- and career-ready expectations

*Principle 2: Differentiated Accountability Systems*

- Recognition for schools and divisions demonstrating achievement on a variety of performance indicators
- Implementation of a comprehensive support system focused on building division-level capacity to support schools in need of support and interventions
- Partnership with recognized educational organizations and institutions, consultants, and lead turnaround partners to develop and provide extensive professional development to struggling divisions and schools and expertise in implementing effective school reform strategies

*Principle 3: Teacher and Principal Evaluation and Support Systems*

- Adoption of revised guidelines for performance standards and evaluation criteria for teachers and principals\* that are intended to inform instruction and personnel decisions, and include differentiated performance levels and student performance and growth as a significant factor

*\* Adoption of performance standards and evaluation criteria for principals is contingent upon Board of Education action in February 2012*

- In addition to highlighting Virginia's current reform efforts, the state's ESEA flexibility application revises the state's accountability system under *Principle 2: Differentiated Accountability Systems* by:
  - Building on Virginia's existing state accountability system by featuring the Standards of Accreditation (SOA) as the foundation of academic achievement expectations for all schools
  - Maintaining accountability by issuing annual school accreditation ratings and progress toward additional indicators, reported at the school, division, and state levels, that indicate whether proficiency gaps exist for Virginia's traditionally lower performing subgroups of students
  - Identifying the most pressing subgroup needs by focusing on three proficiency gap groups with the greatest gap in academic achievement:
    - Gap group 1: students with disabilities, English language learners, and economically disadvantaged students
    - Gap group 2: African-American students not already included in gap group 1
    - Gap group 3: Hispanic students not already included in gap group 1

- Incorporating growth and college and career readiness indicators
- The proposed revised accountability system: 1) blends the SOA and federal requirements into one integrated state and federal system; 2) eliminates the additional punitive labels required under the ESEA, as amended by NCLB; and 3) reduces the number of annual measurable objectives (AMOs) for schools and divisions, allowing an increased focus on a core set of indicators and targeting of resources where they are needed the most.

The discussion included the following:

- Renewing the commitment to continually improve our accountability system and presenting data clearly to the public
- Grouping of students with disabilities, English language learners, and economically disadvantaged students
- Recognizing accomplishments made in improving schools

Dr. McLaughlin made a motion to approve Virginia’s proposed ESEA flexibility application with amendments presented by staff, and authorize the Superintendent of Public Instruction, in consultation with the President of the Board, to make technical amendments and negotiate substantive revisions to the application. The motion was seconded by Mrs. Beamer and carried unanimously. The amendments presented by staff are as follows:

**Proposed Amendments to the ESEA Flexibility Request  
Based on Continuing Feedback from Stakeholders, Board Members,  
and the U.S. Department of Education**

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In the list of organizations invited to provide written comments, revise “Virginia Board on Teacher Education and Licensure” to “[Advisory](#) Board on Teacher Education and Licensure.”

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*(The Proficiency Gap Dashboard will be revised to display the SOA performance results of the proficiency gap groups in addition to indicating if the groups met the targets.)*

Proficiency Gap Dashboard		
<b>Accreditation Status</b>		<b>Proficiency Gap Status</b>
Fully Accredited	√	Mathematics Gap Identified
Conditionally Accredited – New School		Reading Gap Identified
Provisionally Accredited – Graduation Rate		
Accredited with Warning		<b>Additional Status</b>
Conditionally Accredited – Reconstituted		Priority School
Accreditation Denied		Focus School
		√
	<b>Results for All Students</b>	
<b>Subject Area</b>	<b>Target</b>	<b>Result</b>
English	75	76
Mathematics	70	74
History	70	80
Science	70	78

		Gap Group Results							
		Reading				Mathematics			
Proficiency Gap Group	Met Overall Performance Expectations*	Result	Met SOA Target	Met Growth Target	Reduced Failure Rate by 10%	Result	Met SOA Target	Met Growth Target	Reduced Failure Rate by 10%
1	X	70	X	X	X	79	√	X	X
2	√	77	√	X	√	83	√	√	√
3	√	80	√	√	√	65	X	√	√

(Replace footnote below Proficiency Gap Dashboard with the following paragraph)

“Proficiency Gaps” compare the scores of traditionally underperforming groups of students on mathematics and reading SOL tests with the scores that Virginia deems passing for school accreditation purposes. Elementary and middle schools with a Proficiency Gap must meet at least one indicator of progress in Reading and one indicator of progress in mathematics to meet overall Proficiency Gap performance expectations. High schools with a Proficiency Gap must meet at least one indicator of progress in the attainment of college and career readiness credentials to meet overall Proficiency Gap performance expectations.

p. 56 – 2.D.iv

A school division with a school *currently receiving SIG funds* as a Tier I or II school, and implementing a turnaround or transformation model, will be expected to continue to implement the model according to the timeline indicated in their approved application for SIG funding.

School divisions with schools *newly identified* as priority schools will be required to implement, at a minimum, all requirements of the USED turnaround principles or one of the four USED models in its priority school(s), and hire an LTP to assist in implementing the intervention no later than the beginning of the 2013-2014 school year. These school divisions will receive pre-implementation technical assistance from the state beginning in September 2012, during the 2012-2013 school year to They will be required to hire an LTP no later than January 2013 to assist with implementation, and they must fully prepare to implement the selected intervention strategies or USED model no later than the 2013-2014 school year. In keeping with the established timeline for interventions in SIG schools, newly identified priority schools will be expected to implement the selected intervention strategies or USED model over a three-year period (2013-2014 through 2015-2016).

p. 59 – 2.E.ii

The ~~list of priority~~ number of focus schools included in Table 2 ~~represent~~ are those schools that would have been identified as such in the 2011-2012 school year, based on 2010-2011 assessment results, according to the criteria described in 2.D.i. An updated and accurate list of priority schools for 2012-2013, based on 2011-2012 assessment results, will be made available in early fall of 2012.

p. 59 – 2.E.iii

(Opening statement added at the beginning of the section)

### Focus School Implementation Timeline

To provide ample time to plan and implement strategies that will increase student achievement in underperforming proficiency gap groups, focus schools will be identified for a period of two years. School divisions with focus schools will begin the planning process to implement intervention strategies in September 2012. Implementation will begin no later than January 2013, and will continue through the conclusion of the following school year (2013-2014). Those schools that remain on the focus school list will be expected to continue to implement intervention strategies until they exit focus school status.

p. 62 – 2.E.iv

To provide ~~timely~~ appropriate support to schools identified as having the most significant proficiency gaps for the gap groups identified in the response to Question 2.B, Virginia will identify ~~a new list of~~ focus schools ~~annually~~ for a period of two years based on the methodology described in the response to Question 2.E.i. with



the total in any given year **number of schools** not to exceed 10 percent of the state's Title I schools. Once identified as a focus school, a school will be expected to implement interventions for a minimum of two consecutive years, with the support of a state-approved contractor, regardless of whether the school is identified as a focus school in the second year of implementing intervention strategies.

At the end of the second school year of identification, a school will exit the focus status if the following criteria are met:

- The proficiency gap group(s) for which the school was originally identified meet(s) one of the indicators of progress described for proficiency gap groups in the response to Question 2.B; and
- The school no longer falls into the bottom 10 percent of Title I schools for the subsequent school year based on the focus school methodology described in the response to Question 2.E.

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The *Code of Virginia* (state law) requires the Virginia Board of Education to establish performance standards and evaluation criteria for **all** teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires that (1) teacher evaluations be consistent with the performance objectives (standards) set forth in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and (2) school boards' procedures for evaluating instructional personnel address student academic progress. It is important to note that the performance standards and evaluation criteria outlined in the *Guidelines* apply to all teachers, including teachers of English language learners and students with disabilities.

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Work group meetings were held in Richmond in August 2010, Charlottesville in October 2010, and Newport News in December 2010. The work group concluded its work in December 2010, and a subcommittee of the work group met on March 9, 2011, to review the draft documents.

The work group developed two guidance documents requiring Board of Education approval:

*Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*

State statute requires that teacher evaluations be consistent with the performance standards (objectives) included in this document and evaluations must address student academic progress. The document is provided as guidance for local school boards in the development of evaluation systems for teachers. It is important to note that the performance standards and evaluation criteria outlined in the *Guidelines* apply to all teachers, including teachers of English language learners and students with disabilities.

***First Review of the Consensus Report from the Board of Education Charter School Committee on the Proposed Buffalo Creek Charter School Application***

Mrs. Diane Jay, associate director for office of program administration and accountability, Mrs. Beamer and Mr. Krupicka, presented this item. The presentation included the following:

- All charter school applications are submitted to the Board prior to being submitted to the local school board. Applications must adhere to the format prescribed by the Board and address the application elements stated in the *Code of Virginia*. The Board is required to render a decision on whether the application meets its approval criteria. A decision by the Board that an application meets its approval criteria does not guarantee that the local school board will approve a request for a charter.

- The Board of Education Charter School Committee met on January 11, 2012, to discuss the charter school application submitted by the Buffalo Creek School in Rockbridge County and to meet with the applicant. The table below displays the committee’s recommendation as to whether the components of the application meet the Board’s approval criteria.

Required Application Components		Met the Criterion
II.	Mission Statement	Yes
III.	Goals and Educational Objectives	Yes
IV.	Evidence of Support	Yes
V.	Statement of Need	Yes
VI.	Educational Program	Yes
VII.	Enrollment Process	Yes
VIII.	Economic Soundness	Yes
IX.	Displacement	Yes
X.	Management and Operation	Yes
XI.	Employment Terms and Conditions	Yes
XII.	Liability and Insurance	Yes
XIII.	Transportation	Yes
XIV.	Residential Charter School	N/A
XV.	Disclosures	Yes

- Buffalo Creek Charter School has received a three-year grant from the United States Department of Education (USED). The funding period for the grant is limited to three years.

The discussion included the following:

- The issues of location and funding of charter schools
- The responsibility of the Board’s Charter School Committee

Dr. Cannaday made a motion to waive first review and approve the Charter School Committee’s recommendation that the application for Buffalo Creek School in Rockbridge County meets all applicable Board of Education charter school application criteria. The motion was seconded by Mr. Braunlich and carried unanimously.

**First Review of Recommended Cut Scores for the Grades 3-8 Mathematics Standards of Learning Tests Based on the 2009 Mathematics Standards**

Mrs. Shelley Loving-Ryder, assistant superintendent for student assessment and school improvement, presented this item. The presentation included the following:

- In 2011-2012, new SOL tests measuring the 2009 mathematics content standards will be administered. Because of the changes in the content measured by these tests, new passing scores must be adopted.

- Consistent with the process used in 1998 and 2006, committees of educators were convened in February 2012, to recommend minimum cut scores for the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for the grades 3-8 mathematics tests.

The discussion included the following:

- Recognizing that the new assessments will mark the beginning of a new trend line in mathematics achievement; lower mathematics pass rates in 2011-2012 indicate that Virginia is expecting more of students – not that students are learning less
- Recognizing the increased skill sets required for success in the 21st century economy
- Comparing Virginia’s curriculum with other nations at particular grade levels, and Virginia’s hours of instructional time compared with other nations
- Recognizing Virginia's strong foundation of high standards, and the need to improve support to the classroom, and identify children who need assistance
- Recognizing the need for parental involvement in student success

The Board accepted for first review the cut scores representing the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for the grades 3-8 mathematics SOL tests as follows:

- Grade 3: 16 out of 40 for fails/basic, 26 out of 40 for pass/proficient, and 36 out of 40 for pass/advanced
- Grade 4: 17 out of 50 for fails/basic, 31 out of 50 for pass/proficient, and 45 out of 50 for pass/advanced
- Grade 5: 18 out of 50 for fails/basic, 31 out of 50 for pass/proficient, and 45 out of 50 for pass/advanced
- Grade 6: 16 out of 50 for fails/basic, 28 out of 50 for pass/proficient, and 45 out of 50 for pass/advanced
- Grade 7: 17 out of 50 for fails/basic, 31 out of 50 for pass/proficient, and 45 out of 50 for pass/advanced
- Grade 8: 17 out of 50 for fails/basic, 31 out of 50 for pass/proficient, and 46 out of 50 for pass/advanced

**First Review of Timeline for the Review and Approval of the Revised Fine Arts Standards of Learning**

Mrs. Cheryle Gardner, principal specialist for fine arts, presented this item. Her presentation included the following:

- The *Fine Arts Standards of Learning* were adopted in 2006 and are scheduled for review in 2012-2013.
- Using an established review process and criteria, the Department of Education plans a review of the current Standards of Learning for Fine Arts.
- The review team will consider the revised national fine arts standards and other relevant reports and documents to inform its review.

Mr. Krupicka made a motion to waive first review and approve the timeline for the review of the *Fine Arts Standards of Learning* in a time frame consistent with the requirements of the *Code of Virginia* and the Board's comprehensive plan. The motion was seconded by Mrs. Beamer and carried unanimously. The timeline will be as follows:

**Proposed Schedule for the Review of the *Fine Arts Standards of Learning*  
2012-2013**

<b>February 25, 2012</b>	<p>A Superintendent's Memorandum is distributed that: announces the schedule of the review process; announces the availability of a Standards of Learning review/comment page on the Department of Education Web site; and requests that division superintendents share information about the Web site with instructional staff and submit nominations for review team members.</p> <p>The Department of Education posts on its Web site a Standards of Learning review/comment page for the 2006 <i>Fine Arts Standards of Learning</i>. The page will be active for 30 days.</p>
<b>April-May 2012</b>	<p>The Department of Education aggregates and conducts a preliminary analysis of the comments entered on the Web page.</p>
<b>July-August 2012</b>	<p>Each <i>Fine Arts Standards of Learning</i> discipline review team meets for three days to:</p> <ul style="list-style-type: none"><li>• analyze statewide Web page input;</li><li>• review national documents and reports as necessary; and</li><li>• make recommendations for potential changes.</li></ul>
<b>October 2012</b>	<p>The <i>Fine Arts Standards of Learning</i> review team meets for one day to review available drafts of the 2012 <i>National Fine Arts Standards</i> to make recommendations for potential revisions to the <i>Fine Arts Standards of Learning</i> draft document.</p>
<b>November 2012- January 2013</b>	<p>The Department of Education staff prepares a draft of the proposed <i>Fine Arts Standards of Learning</i> that reflects team's comments.</p> <p>The draft of the proposed <i>Fine Arts Standards of Learning</i> is made available to fine arts educators in Virginia, institutions of higher education, and professional organizations that focus on fine arts education for review and comment.</p>

- February 2013** The Department of Education and the steering committee, a subgroup of the review team, meet to discuss and review the draft *Fine Arts Standards of Learning* for first review by the Board of Education.
- April 2013** The Department of Education presents the draft document to the Board for first review.
- May 2013** The proposed Standards of Learning document is distributed for public comment. The document is placed on the Virginia Department of Education Web site for review. One or more public hearings are held as prescribed by the Board of Education.
- July 2013** The Superintendent of Public Instruction presents the proposed *Fine Arts Standards of Learning* to the Board of Education for final review and adoption. The final document is posted on the Department of Education's Web site and school divisions are apprised of its availability.

### ***DISCUSSION OF CURRENT ISSUES***

Dr. Wright noted that the scores from the fall administration of the Algebra I, Geometry, and Algebra II SOL tests are beginning to come in. The performance data suggests that — as has happened previously when more rigorous standards and tests have been introduced — schools and school divisions may see a temporary drop in pass rates as local curriculum and instructional strategies are adjusted to meet higher expectations for learning and achievement.

Dr. Wright reminded the Board and the public that there is a provision in the *Standards of Accreditation* put in place to mitigate those years where there were temporary dips in passing rates. Dr. Wright also noted this is why the Board established a three-year phase-in for the *Standards of Learning*. The new English/reading and science tests will be introduced next year and we expect the same trend line in passing rates.

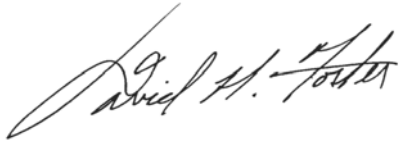
Dr. Wright reiterated that lower mathematics pass rates in 2011-2012 indicate that Virginia is expecting more of students — /not that students are learning less.

Mrs. Sears asked how schools that are not performing well will be affected. Dr. Wright said that the student growth percentile will help place those scores in context, as it may show that their students made a lot of growth compared to students who started at similar places in other schools. Dr. Wright also said schools that are just barely meeting accreditation benchmarks will likely see their accreditation status affected by the new tests.

The Board met for dinner on Wednesday, February 22, 2012, at the Crowne Plaza Hotel with the following members present: Mrs. Beamer, Mr. Braunlich, Dr. Cannaday, Mr. Foster, Mr. Krupicka, Dr. McLaughlin, and Mrs. Sears. Members discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 8:30 p.m.

***ADJOURNMENT OF THE BUSINESS SESSION***

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Foster adjourned the meeting 11:16 a.m.

A handwritten signature in cursive script, appearing to read "David H. Foster". The signature is written in black ink and is positioned above a horizontal line.

President